

THE

Journal AER

OF THE

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INSTITUTE FOR EDUCATION BY RADIO, Columbus, May 4-7

THE ASSOCIATION FOR EDUCATION BY RADIO

Who? What? Where? When?

Martha A. Gable, assistant director of school-community relations, Philadelphia public schools, was recently added to the AER National Television Committee.

Harry M. Williams, professor of speech, Miami University, Oxford, Ohio, has an informative article, "Radio Curriculums Questioned," in *Higher Education*, March 15, 1950.

Theatre Guild on the Air was honored in late March as the "best dramatic program in radio" at the Radio and Television Best Arts and Sciences Dinner for the Mark Hellinger Heart Fund.

Leon Levine, CBS director of discussion broadcasts, and president, Metropolitan New York AER, now represents CBS on the Federal Radio Education Committee. He fills the place formerly held by Robert B. Hudson.

W. Ferron Halvorson, AER member on the faculty of the South Dakota School of Mines and Technology, is the moderator for *Tell It to the Janyces*, a public service discussion program aired weekly over Station KOTA, Rapid City.

Worthington A. Gregory, director of radio, Sewanahka high school, Floral Park, New York, recently ran across some professional recording equipment which can be purchased at a fraction of its original cost. Interested readers should contact him immediately.

Syracuse University now offers a one-year course in radio station management and program planning. Designed by Kenneth G. Bartlett, director, Syracuse Radio Center, the course is taught by Don W. Lyon, who has produced package shows for national advertising agencies.

Radio and television sets purchased in 1949 totaled approximately 14,500,000, according to figures released in late March by the National Association of Broadcasters and the Radio Manufacturers Association. Of this number, 7,950,000 were home sets, 3,960,000 were automobile radio sets, and 2,590,000 were TV sets.

The Family Life Radio Forum, which was started by Dr. Alice Sowers in 1939 with the aim of reaching all the families in Oklahoma, is now broadcast by 22 stations—one of 50 kw. For further details see the article "Teaching Family Relations by Radio" in the *Journal of Home Economics*, January, 1950.

Dr. Herbert R. Jensen, Sleepy Eye, Minnesota, was named recently to the post of acting director, Audio-Visual Instructional Service, National Education Association. Dr. Jensen, who received his Ed.D. degree from Teachers College, Columbia University, February 17, 1950, received an M.A. degree from the University of Minnesota in 1942, where he was assistant to the dean of students.

Dr. Tracy F. Tyler, *AER Journal* Editor, addressed the April Workshop Meeting of the St. Paul Branch of the AAUW, April 19, on the topic, "The Effects of Radio and Television on Family Life."

The Intercollegiate Broadcasting System began a new *IBS Bulletin* with the issue of March, 1950. It is a 6-page, 9x11½-inch printed publication, issued from the IBS Public Relations Office, Bethany, West Virginia.

Readers Almanac, a book-discussion series on WNYC, New York, presided over by Professor Warren Bower, New York University, established what is thought to be a longevity record when the 600th program was presented on March 7.

Constance Weinman has just published [1950] a 41-page mimeographed bibliography on *Audio-Visual Instructional Materials* for elementary teachers. Copies may be purchased [80 cents] Bureau of Publications, Teachers College, Columbia University.

The Columbia Broadcasting System announced recently a \$500 monthly prize award for original one-hour or half-hour TV scripts by college students. Scripts must be mailed not later than June 20, 1950. For further information write CBS Awards, 15 E. 47 St., New York 17.

Stephens College, Columbia, Missouri, presents a radio program, *Tell Me Another*, which is designed to give the small child, from kindergarten through third grade, an opportunity to hear suitable stories over the radio, and to give Stephens Nursery School majors microphone experience in telling stories.

Frequency Modulation in Iowa, a 12-page 4½x6½-inch printed pamphlet, was issued recently by the Engineering Extension Service, Iowa State College, Ames. Designed for popular reading, it answers many questions about FM asked frequently by laymen. AER members may secure free copies by writing to the above address.

Scholastic Teacher, April 5, 1950, presents a picture [page 18-T] of Richard C. Brower, Minnesota Department of Education, and Dr. Tracy F. Tyler, *AER Journal* Editor, showing, also, the studios and equipment used in the Minnesota tape recording project. The accompanying story reveals that the service is to be opened to schools outside Minnesota during the summer months.

The U. S. National Commission for UNESCO, in cooperation with the U. S. Department of State and the publishers concerned, has provided UNESCO member states with a library of outstanding books, pamphlets, and periodicals dealing with audio-visual materials. These collections of from 20 to 25 items each have gone to 40 countries where they are being exhibited and circulated to teacher-training institutes and other groups with similar interests.

Eric Severeid, CBS analyst, addressed radio classes at the University of Oklahoma on April 19.

Station KSLH-FM, St. Louis Board of Education, held its official opening on April 13, 1950. The studios and transmitter are located at the Division of Audio-Visual Instruction, 1517 South Theresa Avenue.

Jack Weir Lewis was appointed recently to the post of acting director of the Rocky Mountain Radio Council. He succeeds Clarence C. Moore, KOA, Denver, who has held the post since the resignation of Allen Miller.

G. Herman Beck, director, Audio-Visual Department, Emmanuel Lutheran School, St. Louis, credits the KMOX Radio Workshop and the AER for the fact that his school now has an up-to-date in-school radio station, ERW, dedicated November 18, 1949.

The National Association of Broadcasters is opposing the proposed federal excise tax on TV receivers on the ground that it would impose "an added burden on an infant industry" which lost \$14,900,000 during 1948 and should be encouraged to grow.

NATIONAL OFFICERS

GEORGE JENNINGS, President, director, Chicago Radio Council, 228 N. La Salle St., Chicago 4.
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KATHLEEN SAINBORN, Second Vice-President, Rochester, New York.
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BLANCHÉ YOUNG, Treasurer, radio consultant, Indianapolis public schools, 150 North Meridian Street, Indianapolis 6.

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RUTH WEIR MILLER, Northwestern, educational director, Station WCAU, Philadelphia 1.
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MARGUERITE FLEMING, Great Lakes, consultant in radio, Board of Education, St. Louis 8.
RUSSELL PORTER, West Central, Department of Communications, University of Denver.
SHERMAN P. LAWTON, Southwestern, coordinator of radio, University of Oklahoma, Norman, Oklahoma.
JAMES MORRIS, Pacific Northwest, director, Station KOAC, Corvallis, Oregon.
JOHN C. CRABBE, Pacific Southwest, director of radio, College of the Pacific, Stockton, California.

ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate professional fraternity in radio. **BETTY THOMAS GIERLING**, Executive Secretary, director, Minnesota School of the Air, University of Minnesota, Minneapolis 14.

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The *Journal of the AER*, published monthly except June, July and August by the Association for Education by Radio Association and Business Office, 228 North LaSalle Street, Chicago 1, Illinois. Editorial Office, to which all material for publication should be sent, 111 Northrop Memorial Auditorium, University of Minnesota, Minneapolis 14, Minnesota. The *Journal of the AER* goes to all members of the Association. Annual dues \$2, of which \$1 covers a year's subscription to the *Journal of the AER*. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to 228 North LaSalle Street, Chicago 1, Illinois. Advancing rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter October 2, 1945, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.



A Year of Achievement

ANOTHER SIGNIFICANT YEAR in educational radio is being brought to a close with this May, 1950, issue, the ninth in a journalistic history which now covers nine years—the past six of which it has been the privilege of the writer to serve as Editor.

This issue also honors, as has been the custom in the past, the annual Institute for Education by Radio at Columbus, Ohio—the oldest and only truly national gathering at which educators and broadcasters come together from every part of the United States, as well as from foreign countries, to discuss, dissect, and make constructive suggestions concerning the most important facet of radio (and television)—the educational and public service aspects.

Regular readers of the *AER Journal* need hardly be reminded that this year's Institute, held at the Deshler-Wallick Hotel, Columbus, Ohio, May 4-7, inclusive, is the twentieth in the long series of gatherings; nor that the first one was held on July 23, 1930, as the realization of a dream by Dr. W. W. Charters, at that time director of the Bureau of Educational Research at Ohio State University. But the dream, like so many of the others which originated in the fertile mind of that distinguished educator, came true. And the importance of the gathering is adequately attested to by the fact that attendance has grown from the 60 educators and broadcasters who were present in 1930, to the more than 1,000 who gathered at the 1949 conclave.

The Ohio Institute for Education by Radio has made two other significant contributions besides serving as a forum for the discussion of mutual problems between educator and broadcasters. It has made available each year in book form a record of its proceedings. Thus all, whether in attendance or not, could have a permanent record of what scheduled speakers had to say. Also, by including in each volume the discussion which followed the formal talks, and by providing a summary of the findings of the special interest and work-study groups, Institute officials have made it possible for readers to recreate the atmosphere of each meeting and add greatly to their knowledge and understanding.

An Exhibition of Educational Radio Programs, beginning in 1936, has been held in conjunction with each of the subsequent annual Institutes. By classifying the programs entered each year according to such criteria as national, regional, local, or transcribed production; and by subject-matter, it has been possible to judge entries fairly and determine winners with satisfactory accuracy. The popularity of this Institute feature may be judged by the fact that the 1949 event attracted a total of 761 entries of which 201 were national network programs.

The year, 1949-50, has produced more than the usual number of significant events in educational radio and television. Here are some of the more important ones in radio:

The Minnesota Department of Education, in cooperation with the

University of Minnesota, began a tape recording project for Minnesota schools which has attracted nationwide attention.

Wisconsin secured the necessary funds from the 1949 Legislature to add two new FM stations to its state-owned network, bringing to a total of six stations this pioneering educational radio venture.

There has been a distinct trend toward the establishment by school systems and colleges of FM stations, particularly the low-power, 10-watt variety. In fact, a conference on low-power FM stations was held at DePaul University, January 27-28.

The Empire State School of the Air has increased its coverage of schools in New York State, and now makes use of an 18-station network.

Hearings were opened recently by the FCC to determine whether news broadcasts presented by a California station [KMPC] have been colored by employers in accordance with orders issued by George A. Richards, owner of that station as well as of stations WJR, Detroit, and WGAR, Cleveland. This issue has important educational implications.

Following are a few in the television field:

Television programs have produced so much public criticism that official notice of the situation was taken by the FCC chairman in an address [an abridgment of which appears in this issue] at the University of Oklahoma on March 14.

Recent demonstrations of colored TV before the FCC in Washington, D. C., lead many authorities to predict that its commercial use is not as far away in the distant future as it seemed a year ago.

The first television station owned and operated by an educational institution began telecasts at Iowa State College, Ames, on February 21.

Stephens College, Columbia, Missouri, announced recently that television would be incorporated into its curriculum beginning in 1950-51.

Boston University and the Massachusetts Department of Education began, on April 10, an experimental 12-week TV series which will bring 48 of the best educational films ever produced to Massachusetts classrooms and homes. Its effectiveness will be the subject of careful scientific investigation.

The current issue offers *AER Journal* readers some excellent reading material, in addition to the story on this year's Ohio Institute and Chairman Coy's Oklahoma City address. Jack Gould, of the *New York Times*, does a little crystal gazing concerning the future of radio and TV—especially the latter. The "Educational Stations of the Nation" series presents one of the newcomers to the scene, WUOA-FM, University of Alabama. Paul Kippe, of the Newark, New Jersey, schools outlines his experience in presenting a school newscast.

In bringing to a close another volume of the *AER Journal*, the Editor wishes to thank the many individuals who by their contributions have made the year a most successful one. A continuation of that type of cooperation is essential to the publication of an educational journal. He urges that every member continue to keep him supplied with useful material—especially "how to do it" articles, announcements and reports of AER meetings, results of research on radio utilization, new techniques in educational radio program production, and significant personal notes about himself and other AER members. These should be sent in now so that a plentiful supply of material for publication will be in the Editor's hands by August 1 when the September issue has to be put together.—TRACY F. TYLER, Editor.

20th Radio Institute at Columbus

HIGHLIGHT OF THE 1950 INSTITUTE for Education by Radio in Columbus, Ohio, May 4-7, will be an address by a pioneer radio news analyst, popularly known as the "dean of American radio commentators."

H. V. Kaltenborn, whose career as a newscaster dates from the era of the "crystal set," will deliver the principal address at the traditional Institute dinner on Sunday, May 7, when the IER formally marks the 20th anniversary of its founding. Mr. Kaltenborn will review the trends in informational and educational broadcasting through the past two decades, and will look ahead into the future of radio and TV.

A former newspaperman, the veteran commentator spent 23 years with the Brooklyn [N. Y.] *Eagle* before moving into the radio field as a news analyst in 1922. With the Columbia Broadcasting System from 1929-1940, he covered every major political convention in this country, the London Economic Conference in 1933, League of Nations sessions in Geneva, the Pan-American Conference in Buenos Aires, and the Spanish War. As a National Broadcasting Company analyst and commentator, he reported World War II from the British Isles, Italy, France, Germany, West Africa, and the southwest Pacific, and covered the San Francisco Conference in 1945.

The first of a long list of awards

for outstanding radio performance was given Mr. Kaltenborn in 1936, when he received a gold plaque for "best foreign radio reporting" as a result of his coverage of the Spanish Front. Taking a microphone on the field, he made possible the first radio transmission of artillery and machine-gun fire during actual combat. Since then, he has won a score of citations, including the DuPont award in 1945 and a first award given by the IER for news analysis in the same year.

Mr. Kaltenborn is the founder and first president of both the Association of Radio News Analysts and the Twenty-Year Club of Radio Pioneers.

Preceding the dinner at which Mr. Kaltenborn will speak, the IER will present a special session featuring the televising of a popular local program, *Columbus Town Meeting*. It will be one of the two television programs originating from Institute conference rooms and carried by WBNS-TV.

The first to be telecast from the 20-year-old radio institute will be a dramatic story of anaesthesia, on Saturday evening, May 6, which will be presented by the Illinois State Medical Society under the sponsorship of the Ohio State Medical Association. A special feature of the health education work-study group, the 15-minute *Guardian of Your Sleep* show will star the anaesthetologist and will feature three top-ranking Illinois medical men in the leading roles. It is one of a weekly series of "Health Talk" programs which have been televised on WGN-TV in Chicago for the past 14 months.

A television demonstration of the Dumont network *Court of Current Issues* will be presented under the supervision of Irvin Paul Sulds, originator of the program, in a general session scheduled for Friday night, May 5. Subject under discussion will be "Are We Losing Our Constitutional Freedoms?"

Dr. I. Keith Tyler, director of radio education, Ohio State University, who continues as Institute director, has planned another outstanding program. He has scheduled the topic, "Do We Need a New National Policy for Radio and Television," for the opening general session on Thursday evening, May 4. Remaining general sessions, on Fri-

day morning and Saturday evening, respectively, will be devoted to a consideration of "International Affairs: A Challenge to Broadcasters" and "Educational Administrators Look at Radio and Television."

To make it possible for conferees to attend more small group meetings, the special interest sections on Friday and Saturday afternoons are again being scheduled in two periods: from 2 to 3:30 p.m. and from 3:45 to 5:15 p.m. Work-study panels will meet on Saturday and Sunday mornings. New to the institute agenda will be sessions on television training in colleges and universities, research in communications, and the promotion of educational programs.

Among the chairmen of the small group meetings will be such well-known educational broadcasters as James F. Macandrew, director, Station WNYE, Board of Education, New York City; Albert Crews, director of production, Protestant Radio Commission, and former chairman, Northwestern University Radio Department; Walter Kingdon, head, Division of Radio, University of California at Los Angeles; Paul Reed, consultant for visual and radio education, Rochester, N. Y., public schools; Burton Paulu, director,



I. KEITH TYLER, Institute Director, and Director of Radio Education, Ohio State University, Columbus.



H. V. KALTENBORN, veteran news analyst, now with NBC, who will give the principal address at the annual dinner of the Institute for Education by Radio in Columbus, Ohio, on May 7.

Station KUOM, University of Minnesota; G. A. Reavis, president, Junior Town Meeting League; R. R. Lowdermilk, radio education specialist, U. S. Office of Education; Saul Siegel, director, Station WNYC, New York;

William Coleman, director of radio, Fordham University; Edwin F. Helman, director, Station WBOE, Cleveland public schools; and Robert Hudson, director of broadcasting, University of Illinois.

Announcement of award winners in the annual Exhibition of Educational Radio Programs will be made May 1, and programs will be available for listening during the 4-day conference at the Deshler-Wallick hotel.

Poor Taste and Crime Programs*

WE HAVE BEEN GETTING an increasing amount of mail and an increasing amount of verbal comment, too, on both subjects [poor taste and crime programs on the air]. And so have various members of Congress, many of whom have passed on the complaints to us.

The growth of television, with its vastly more powerful impact, has intensified the reaction of the public to both types of broadcasting.

Of course, we do not require any complaints to learn about the trend toward bad taste, particularly by some of these comedians and MC's. Anyone who has eyes or ears can learn for himself what is going on.

When Congress drafted the Communications Act, it included a prohibition against "obscene, indecent, or profane language." It did not include any prohibition against poor taste. Apparently Congress assumed that the licensees would exercise good judgment concerning good taste.

It seems to me that the question of just how bad poor taste can get before it verges over into downright "obscenity" or "indecent" may be settled one of these days if the present drift in that direction is not checked.

I am fully aware that many broadcasters are troubled by the material that flows out to them from the networks. They would cut it if it appeared in a show originating at their own station. But coming from a network, on an all-or-none basis, they feel helpless and act that way except in a few cases.

Here is a complaint received by the Federal Communications Commission concerning this kind of uninhibited behavior in front of the microphone and the television camera:

I'm no prude and I can keep up with the rest of the crowd when it comes to telling a spicy story, but there is a time and place for it and the right time and place for a lot of blank off-color cracks is on the stage of

a night club floor show where one expects to hear them—not on the air.

"Degrading antics," vulgar double-entendre, and "downright indecency" are phrases we find in our letters of complaint.

When a comedian gets so big that his network can no longer handle him, then we have a case of the tail wagging the dog. The boy who used to express himself with chalk on a wall is now provided with a television screen. The world has moved from the horse and buggy days to the electronic age but this type of comedian is still peddling lively stable humor. The radio and the television carry him straight into the home without having taken the precaution to see that he is house-broken. Propriety is sacrificed for profits. The result is off-color television—tainted television.

Clearly, there must be a day of reckoning. One doesn't have to be a Comstock to resent the risqué, ribald, raffish sort of thing we are getting. But it is the sort of thing that breeds Comstockery and all its attendant evils.

The Commission is rightly prohibited from censorship. On the other hand, it is required to see that the stations operate in the public interest. Violating the law regarding obscenity, indecency, and profanity is not in the public interest. Poor taste is not in the public interest.

I think it is far better for the radio station licensees and the networks to clean house before public opinion demands the more drastic remedy of governmental action.

It is far better for the 3,000 licensees and the radio networks to do what they know in their hearts is the proper thing to do than to have such delicate matters as good taste thrust for settlement upon a commission of seven members in Washington, D. C.

The Commission is the recipient of mounting protests against the merchants of death and hawkers of horror on radio and television.

Our files of letters protesting crime

programs are bulging. The situation is rapidly worsening.

Here is a letter from a constituent forwarded to the Commission recently by United States Senator Herbert Lehman of New York:

The programs are obviously designed for children, who must indeed make up by far the great majority of the audience. Almost without exception they deal with crimes of violence such as arson, larceny, and especially murder. Murder particularly is committed casually, sometimes most gruesomely, and is portrayed with hair-raising sound effects that leave nothing to the imagination.

The impression given a youngster is that these horrible things are commonplace. My seven-year-old boy is no longer shocked by stories of murder; he has become calloused to it. It is true that none of these programs glorifies crime; the criminal is always apprehended. But the last impression left with the young listener is merely that the criminal has been arrested. The inexperienced child cannot grasp the significance of this, and it must appear as a rather mild consequence.

It may be argued that the child can be prohibited from listening to the offending programs, insofar as that is possible in our own home, that is the practice. But this is not always easy to enforce. Surely programs based on wholesome adventure such as sports, exploration, biographies of our great men, and so forth, could be written, and it is my observation that children listen to such programs just as eagerly if they are available.

Can no pressure be brought upon the broadcasting companies to consider the possible consequences of their programs? The licensed privilege of using the radio waves must surely involve some responsibility upon the part of the broadcaster in such matters. Is the Federal Communications Commission the agency which might exert the necessary influence, or is additional legislation required?

The Tenth District [Los Angeles] of the California Congress of Parents and Teachers, in an effort to get the facts on effects of crime programs, sent a questionnaire to more than 300 pediatricians, sociologists, neuropsychiatrists, and psychologists. Here are the results:

90 per cent said that radio crime programs have a detrimental psychological effect on children;

93 per cent said radio thriller shows and programs ending in suspense have a bad effect;

81 per cent said that present-day radio programs contribute to children's delinquency or anti-social behavior;

63 per cent conceded that American chil-

*Abridged from an address at the Annual Conference on Station Problems, University of Oklahoma, March 14, 1950.

den need an emotional escape. [This is the favorite apology for such programs.]

But 83 per cent said that such emotional escape cannot be safely provided by thrilling radio programs.

Last fall, the Southern California Association for Better Radio and Television made a survey of television programs scheduled between 6 p.m. and 9 p.m. on Los Angeles stations for one week. It found no crime programs on KFI-TV. Here is what it found on the other stations:

91 murders, 7 stage hold-ups, 3 kidnappings, 10 thefts, 4 burglaries, 2 cases of arson, 2 jailbreaks, 1 murder by explosion of 15 to 20 people, 2 suicides, 1 case of blackmail. Cases of assault and battery—too numerous to tabulate. Also cases of attempted murder. Much of action takes place in saloons. Bravos too numerous to mention, also drunkenness, crooked judges, crooked sheriffs, crooked juries.

The Association sent a copy of this survey to each of the Los Angeles television stations. That was three months

ago. Last week the Association informed me that *not one* of the stations that carried the crime programs had offered to talk over the survey, *not one* had indicated it wanted to correct the situation, although an improvement has been noted in the early evening programs of the NBC station. This is certainly not a very encouraging attitude on the part of the members of an industry that makes so much of its sensitivity to public opinion.

Is it possible that broadcasters who make such a fetish of surveys and audience reaction measurements are overlooking the most obvious and most effective fact-finding technique of all—that of merely sitting down with representative listeners and discussing matters frankly and fully? I think that that would be preferable to sitting cloistered in an ivory tower and trying to hunch

audience reaction from charts and graphs.

American radio generally offers such a wealth of wholesome entertainment and helpful educational and cultural programs that it can not afford to do itself a disservice by allowing a few thoughtless offenders to tarnish radio's good name. Radio's general reputation as one of the most important forces in our society, as a key leader in community betterment, and as a preeminent factor in America home life has been built up through the years by dint of hard work, imagination, vision, and public spirit on the part of thousands of people in the broadcasting industry. The continuing job of all of us is to protect the gains already made and to strive for an even greater future—WAYNE COV, chairman, Federal Communications Commission.

The Future of Educational Radio and TV*

I DON'T THINK there's much point in beating around the bush in discussing the future of educational radio and TV. Certainly, at this particular moment, that future is dark—probably as dark as it has been for a good many years. And, frankly, I don't think we can expect any real improvement overnight. Educational radio and television face an uphill fight.

The reasons undoubtedly are already pretty clear to many of us. Particularly in the case of television and perhaps only a little less so in the case of radio, the reasons have nothing to do with the technical potential of these media in the field of education. Technically, the job which broadcasting could do in the field of education is limited only by the human imagination. What TV in particular could do in the realm of visual education—in the raising of our national cultural level and stimulating the public taste—is almost too wonderful and breathtaking to imagine.

But we fool nobody but ourselves if we allow ourselves to run off into such wild and academic flights of fancy. In fact, we can do very real harm to the cause of educational broadcasting unless we are thorough-going realists and recognize that the riddle which we face is primarily economic in nature. It's the same perennial problem—dollars and cents.

One does not have to be a genius to detect what is happening at this moment in broadcasting: he only has to turn on his set, be it radio or TV. The very high cost of television plus a slight easing off in the wartime prosperity have had the effect of putting renewed emphasis on the infallibility of the most fallible factor in broadcasting. I refer, of course, to popularity ratings, which is a long way of saying commercialism.

The accent is on the programs which put cash on the barrelhead, not on programs which have loosely become known as "public service" attractions. Even in the few years that TV has been operating it has steadily lost in variety. Two years ago there were actually more varied pickups of events as they happened, which is the criterion of true television, than there are today. Now TV's, by and large, are of studio origin. TV has withdrawn from the world into its own cloistered tower, there to run haplessly around on its own little treadmill of variety and mystery shows.

The job of financing television—and it is an enormous job which cannot be denied—inevitably has had an adverse effect on radio. The public service shows of real originality and creativeness have become fewer and fewer. The budgets which once they had are now being used to meet the deficit of TV. And so it goes, round and round.

The great tragedy of the moment is that the habits which TV is adopting

now for perfectly understandable economic reasons may very well become a permanent pattern of life. That, at least, has been true in radio's case and TV seems to be moving more and more in the direction of radio. Once you can convince yourself that there are sound reasons why television can't do this or that, it is awful easy to keep on thinking up further reasons for adhering to the status quo. To get out of a rut, in short, is much harder than getting in it.

Depressing as the present picture may be for educational broadcasting, I fail to see where any useful purpose is served if we just keep up a tom-tom of destructive criticism and fail to make our own constructive contribution toward achieving some solution. To be sure, anyone's individual ideas may be impractical or of insignificant importance. But radio and TV both cry out for positive thinking.

In the first place, it's not at all clear in my own mind exactly what is meant by the word "educational." I think that everybody who has a gripe against broadcasting is altogether too willing to take refuge in a word which sounds very impressive, but in actual fact may mean nothing.

For the sake of argument, you can take any number of different types of programs—the news show, the discussion show, Studio One's revival of *Julius Caesar*, the pickup of a public speech—and argue that they all fulfill

*An address before the Metropolitan New York AER, Town Hall Club, January 23, 1950.

an educational purpose in addition to several others.

Or you can take something like *Invitation to Learning* or the FM broadcasts by many of our school systems and maintain that that is what is meant by strict educational use of the air. I for one would like to see somebody at some point spell out a little specifically what constitutes education by radio.

But regardless of what is meant by educational radio, I think it should not be too hard to agree on what we fundamentally have in mind for the future. As I see it, the future problem should not be concerned so much with what radio and television are doing today, though certainly it is a subject which should be kept under constant review and public appraisal.

The real problem concerns what radio and television are not doing that they could or should be doing. There I think we get down to the real issue: the need for an infinitely more varied and more comprehensive schedule of programming rather than the unhealthy and shortsighted emphasis as exists, say in TV's case, on mystery horrors and warmed over vaudeville.

At this point I am sure all of you are thinking "well, here we go again: a re-write of the Blue Book." Well, allow me to acknowledge immediately that I know the Blue Book is a dead duck. My

hope for the TV broad future—and at this point I want to leave radio out of the discussion for the moment—is a slim one but one which I believe may pay off. Specifically, it is based on nothing more nor less than the sublime ignorance of the hucksters in the ways of the show business.

I am sure an old theatrical hand such as Tony Miner will agree that television fundamentally is theater: you have to get up there on the stage and do your stuff, and you have to do the one thing radio never did have to do: you have to show 'em. And when you have to show 'em, you're in a different world.

And the most desperate and continuing need in any visual theatrical art is material. It's all very well to have a wonderful stage such as television, but the real problem is finding the play to put on it. That is a fact which I think is only slowly dawning on the television brains, but I think the lesson is sinking in nonetheless. If you can absorb much more of a sales pitch through the eye, you also absorb much more of the entertainment that goes with it. The material problem in TV already is acute. What will it be in several years?

Accordingly, I think that in the case of television the cry for variety in programming is not an academic bit of intellectual thinking, as the broadcasters might now imagine, but an absolute necessity. Television absorbs so much

in such a short time that I don't think it will have any real choice but to try and exploit what now may be minority preferences but could very easily be made into majority preferences.

I believe that television will ultimately find that it will be only good business to embrace as much of the whole range of human endeavor as it can. I think that it is perhaps significant that in the case of another mass medium—the movies—there has been in recent years the first real hint of a gradual movement toward a more mature grade of output. I think that the television industry may go through the same process more quickly: the bottom of the cultural barrel has been so thoroughly exploited that the only part left is up a little higher.

But if this evolutionary process is to evolve, we must go back to an earlier point: what is it that we want to see and hear that we are not getting now? What, in short, do we specifically believe radio and television should do by the way of improving educational broadcasting as a whole? In fact, I wonder if the greatest bar to educational broadcasting isn't the expression "educational broadcasting"? Why shouldn't educational broadcasting also be fun, stimulating and in many cases entertaining? The answer is obvious: it should be. Let's make it so!—JACK GOULD, radio editor, *New York Times*.

Educational Stations of the Nation — WUOA-FM

THE BOARD OF REGENTS of the University of Alabama approved in 1944, as a post-war expansion project, the installation and operation of a non-commercial, educational, FM broadcasting station. This forward-looking decision was made on the recommendation of R. E. Tidwell, dean of extension.

Actually, broadcasting experience at the University of Alabama had started much earlier. For a number of years prior to 1944, programs of an educational nature had been produced in the studios of the University and broadcast by commercial stations throughout the state. These earlier efforts in radio program production had revealed the potentialities of radio for adult and public school education and had convinced the administration of the advantages to the University of owning its own radio station.

The first application for a construction permit was made in early spring, 1947. In March of that year, the Federal Communications Commission authorized the installation of a 3,000 watt FM station using a 400-foot tower and a 6-bay antenna array. The approximate expenditure was to have been \$40,000. Then, during a period of two years, the University operated under three different presidents and the station installation was postponed through renewal of the construction permit for over two years. Finally, in the summer of 1949, the project was pushed ahead, but on a more modest scale than previously planned.

On December 5, 1949, WUOA-FM went on the air with a radiated power of 4,800 watts on Channel 219 [91.7 megacycles]. The station broadcasts from a 100-foot tower with a 2-bay antenna array. Instead of \$40,000, the

station transmitter, coaxial cable, tower, and antenna cost less than \$10,000, installed. One of the commercial stations in the state decided to discontinue its FM station after eighteen months on the air. One of the owners of the station, an alumnus of the University of Alabama, is very much interested in the radio organization at the University. Through him, the University purchased a 3 KW GE transmitter, 120 feet of 1½ inch coaxial cable, and a 2-bay antenna array, including a 30 foot supporting pole, for less than half of its initial cost. The University of Kentucky had a surplus 100-foot, self-supporting Blaw-Knox tower which they sold to the University of Alabama at a tiny fraction of its cost. Thus the University was able to install broadcasting equipment valued at \$20,000 or \$25,000 for less than \$10,000. The fact that the WUOA-FM signal is received clearly

and consistently sixty to eighty miles away is proof that the equipment is in first class condition.

Hours of operation in the beginning were from 3:00 to 9:00 p.m. daily, Monday through Friday. On March 1, 1950, the hours of operation were expanded and the station currently operates from 1:30 to 9:30 p.m. daily, Monday through Friday. This schedule will be maintained until the fall of 1950 at which time it is planned to extend operating hours and put into effect a schedule running from 12 noon until 10:00 p.m., daily except Saturday.

To secure an accurate picture of WUOA operation, it is necessary to bear in mind that the station is a part of the Radio Broadcasting Services of the Extension Division of the University and is only one phase of the University's program of providing adult education to as large a percentage of the population of the State of Alabama as possible through radio. The Radio Broadcasting Services retains its identity on all broadcasts that go off the campus, although all of these programs are also presented on WUOA-FM. All live programs produced for WUOA-FM are available to commercial stations in the state through the relay of the WUOA-FM signal by two FM stations in Birmingham, fifty miles away, whose signals are strong enough to be picked up by stations in the central and northern parts of the state; and four stations in the WUOA-FM area receive University programs directly

from the WUOA-FM signal. In addition to the relay of programs by FM, ten programs a week are provided by transcription to a number of stations. Plans are under way to convert to tape for all programs mailed from the University beginning with the fall session.

Both the station operation and state-wide programming are handled by a staff of seven full-time workers, eight paid part-time student workers, and a number of non-paid announcers and assistants who are responsible for one or two assignments a week each. During the summer months, when fewer live programs will be produced, the staff of part-time workers will be reduced, but not hours of operation.

The bulk of the programming on WUOA-FM, as well as programs for state-wide release, is in the adult education field. The first two hours of the afternoon schedule, however, are built with the idea in mind that some of the public schools in the area may wish to utilize one or more of the programs for classroom listening. Scheduling programs for classroom use was begun at the suggestion of the county school superintendent. These are intended as a "starter" for a future program of classroom broadcasting. The county school superintendent has contacted principals and supervisors in the area, suggesting that each school purchase an FM radio now or with the beginning of the next school year and begin making plans for utilization of radio as a complement to classroom instruction.

The introduction of programs for classroom use during the current school year will pave the way for specific classroom broadcasts next year.

Operating on the principle that the station exists primarily as an extension of University resources and as an adult education function of the Extension Division, many of the programs on the station are an outgrowth of regular University activities and specialized work being done by various campus departments and agencies. Any legitimate function of the University is considered legitimate radio fare. However, emphasis is placed on those subjects which fill the greatest needs of the people of the area. As an example of this, it is considered more important to do programs on how to provide a well balanced diet at a minimum cost than programs on the fine art of gracious entertaining; although a percentage of the programming, both for the station and for state-wide release, is on a high cultural level.

Perhaps one of the most pronounced patterns followed by WUOA-FM and the Radio Broadcasting Services of the University is our work with organized clubs and other state groups. The reason for this is three-fold. In the first place, it is an economy to utilize the thinking and planning of well-established, purposeful, and significant groups. In the second place, wider distribution and better promotion of the programs are possible by capitalizing upon the contacts and energies of these groups. In the third place, one of the functions of the Extension Division is to provide services for adult groups in the state. The radio organization, therefore, is able to do a better job of its service responsibility by working with these groups. The two most outstanding examples of the work of both the station and the Broadcasting Services of the University with organized groups are the two series of programs produced for and in cooperation with the Alabama Congress of Parents and Teachers and for the Alabama Federation of Women's Clubs.

There has been wide divergence of opinion among educational broadcasters with respect to the philosophy of audience appeal. Our objective is information, education, and a high level of entertainment and we know our total effectiveness will be measured in the final analysis by the number of people

KAMEHAMEHA SCHOOLS

Needs a capable, young, single man as radio workshop instructor, producer of two weekly public relations broadcasts, and instructor in speech. High School level. Teaching and living conditions ideal. Salary (no experience) starts at \$2,700.00. Quarters supplied as a perquisite, board low. Student body, Hawaiian or part Hawaiian. Position available September 1, 1950; quarters available after August 1st. For application write: Colonel Harold W. Kent, President, Kamehameha Schools, Honolulu, T. H.

we teach. However, we do not lower our standard of programming in order to appeal to the "masses." We believe that if our programs provide information which is worthwhile to the people of our area and if that information is presented in an interesting manner, the people will listen. I do not wish to leave the impression, however, that we are programming on a high intellectual plane. Hooper ratings of our programs on commercial stations in the state during the past five years have been high, an indication that people are interested in educational and informational programs which affect their own lives; and that they will and do listen.

Our aim, as far as music programs are concerned, is variety in good music: good popular music, good concert music, good classical music. We start the day with light music and finish the day with heavy operatic or symphonic music. Our mail response to a regular evening hour of heavy classics has been most encouraging.

As a new station, we have not formulated a policy concerning sports. Many of the educational broadcasters in the nation report a sell-out of FM sets during the period when they are broadcasting sports programs. We have felt that sports programs are available on all of the existing stations in this area and we would be providing very little service by scheduling sports broadcasts on WUOA-FM. On the other hand, WUOA-FM is located in the second poorest listening area in the United States and provides a satisfactory signal for a radius of thirty to sixty miles. In some areas, ours is the only clear signal available. We may decide to launch a sports program next fall as a service to a group which otherwise cannot hear sports broadcasts.

We like to think of WUOA-FM as one of a rare and desirable species [educational radio stations] and we expect to continue to make available through our channels programs from others of this species. We are currently broadcasting programs produced by four other educational stations and hope to enlarge that number of programs as more are available.

Four years of planning preceded the launching of our own station. As a result of these four years of planning, the following four factors should contribute greatly toward the success of the station's operation: the operational know-

how that comes from an annual increase in the amount of production which was done for state-wide releases; the attitude on the part of the faculty of the University that radio is their organization, their responsibility, and an opportunity for them to expand their work past the campus; the development of a strong training program in radio through the Radio Department in the College of Arts and Sciences; and a knowledge and understanding of the people of the area and the evolution of a philosophy for broadcasting which relates to the specific wants, needs, deficiencies, and resources of the area.

After five months of broadcasting, we are still in the beginning stage and are aware of the many problems from within and without which will have to be faced. We are confident, however, that we have taken the right step in launching a non-commercial, educational, FM station and that the potentialities for service to the area and to the University are limited only by the imagination and intelligence of those of us who have the responsibility for its operation.—GRAYDON AUSMUS, director, Radio Broadcasting Services, and manager, Station WUOA-FM.

Massachusetts Announces Institute

The Fourth Annual Institute on Radio-Audio-Visual Education will be presented by the Massachusetts Department of Education, Division of

University Extension, Office of Radio-Audio-Visual Aids, with the cooperation of Boston University, Division of Radio and Teaching Aids, the New England Committee on Radio in Education, and the Massachusetts Committee for Radio-Audio-Visual Aids in Education on July 5, 6, and 7 at the Massachusetts School of Art, Boston.

The purpose of the Institute is to make it possible for teachers and others at a common meeting place to study the rapid changes and developments in the field of radio-audio-visual education; to study principles and procedures through small group meetings; and to see the newest and latest in equipment.

The speakers include Paul A. Walker, vice-chairman, Federal Communications Commission; Leon Levine, director of discussion broadcasts, Columbia Broadcasting System; Dr. Julien Bryan, world traveler and film producer; Harold E. Fellows, general manager, Station WEEI; W. C. Swartley, general manager, Westinghouse Stations in New England; Samuel B. Gould, director, Division of Radio, Boston University; Mrs. Kathleen N. Lardie, manager, Station WJTR, Detroit public schools; and Norman Harris, Boston Museum of Science.

Registration for the Institute must be made prior to the opening day either in person or by mail at the Division of University Extension, 200 Newbury Street, Boston 16.—KELNEY B. SWEATT.



A group of WUOA-FM staff members. [1 to 5, standing] GRAYDON AUSMUS, manager; ROBERT SHILKIN, recording engineer; JACK CASTLEBERRY, transmitter engineer; EYRETT HOLLE, production assistant; CRAWFORD RICE, announcer and console operator; BILL SHELL, announcer; WILLIAM A. NAIL, program director; [seated] EDITH IVEY, assistant secretary; BETTY MORLEY, music librarian; ELEANOR HATTON, script writer; KATHRYN FINCHER, traffic manager; and NANCY STALLWORTH, secretary.

News Commentary in the Secondary Schools

RADIO BROADCASTING by school systems, measured either by the number of stations operated by school boards, or by utilization in cities where such stations exist, has not yet attained general acceptance as a basic tool of instruction. Continuing examination of the theory and technique of the school broadcast may assist in the removal of those barriers to the school use of radio which are not inherent in the medium.

Educational radio represents an effort to utilize, for school purposes, a communication medium which has demonstrated its psychological power and its social influence. The radio educator attempts to employ the unique qualities of the medium in the formal educational process. For educators in general, there is the question of the justification of the school broadcast in terms of proportionate educational return. If the educational radio station is to sustain itself in the press of demands for the allocation of school monies, it must establish a valid claim to its share of the school dollar.

No service is rendered education or educational radio by exaggerated claims for the school broadcast. This article is an attempt to describe the method, examine the problems, and assess the value of one segment of an educational radio program schedule—the news commentary. Its basis in experience was provided by two years of writing and presentation of a weekly news commentary for the listeners of WBGO-FM, the radio station of the Newark, New Jersey, Board of Education.

At the outset, it must be recognized that the school news broadcast is not a means of accomplishing a monumental change in the teaching of social studies. The classroom teacher, with or without radio, television, films, or any ancillary teaching device, continues to be the key agent in the formal educational process. The primary aim, therefore, of the school news analyst is to adapt the program to the purposes and needs of the classroom.

The goal of reaching the widest range of school listeners dictates that the program format emphasize simplicity and clarity. The nature of radio communication also decrees the use of

a simple presentation. Ordinary classroom method permits the teacher to adjust the rate of introduction of learning materials to meet the needs of the group. This is impossible in the one way communication that is radio.

The broadcast, then, must be in forms which do not confuse. Ideas must be presented in terms and on levels comprehensible to students, and with a minimum of flourishes. Multiple voices, lightning changes of locale, interpolations of dramatized incidents, are devices which take advantage of the medium, but which unfortunately tend to distract from the central purpose of informing the listener. Classroom needs are better met by program substance, rather than by the intemperate employment of radio techniques and routines.

The choice of subject for broadcast discussion should be determined by [1] the possibility for intelligent discussion on the level required by students and [2] the inherent listener interest of the subject. For example, a detailed breakdown of the federal budget would fulfill neither requirement. Topicality is desirable but not absolutely necessary, since it is generally possible to establish the relationship of the student to almost any current topic.

That only one issue should be treated in any one broadcast is readily apparent. It is impossible to give a sensible analysis of an important issue in less than fifteen minutes. And with one-third of the average class period consumed in listening, it is unlikely that there will be any real educational profit in the consequent discussion which attempts to embrace a variety of topics. It follows that the news roundup type of program is of limited value in the classroom. In brief, educational wisdom should determine the form and content of the school news program.

The school commentator is unlikely to have access to diplomatic and political contacts, confidential letter services, reports from the field, and all the other so-called inside sources from which the network analysts are supposed to glean their insights into world affairs. But news analysis for schools does not require the possession of restricted information. Newspapers, periodicals, and the standard reference

works will provide the school commentator with sufficient materials for the composition of scripts. Competence in the social sciences and sensitivity to classroom needs are the bases of the educational value of the script.

There is no question as to the desirability of objectivity in the news broadcast for the schools. The difficulties of attaining objectivity are too well known to need elaboration here. But it is possible to present a reasonably balanced presentation of a controversial issue. This is not to say that the best news commentary, in school radio or commercial radio, is without bias. But partiality should be avoided simply because of the monopoly position of the commentator on the school station. Since it is unlikely that the service will be able to offer a plurality of points of view, the analyst must endeavor to make his presentation as complete as possible.

The value of a regular news period for the elementary school level is dubious. It is certainly a defensible thesis that children should be related to the life around them. It may be argued that consideration of the news is a way of accomplishing that. But, as a psychological fact, the ability of the younger child to relate himself to political and economic problems is limited. At any rate, the level on which news must be handled for the elementary school child is so rudimentary as to rob it of significance in its own right, although some associated learnings may be possible. But it is difficult to believe that there could result any real comprehension of the meaning and tangency of events. Limited air time could better be devoted to program types suited to the needs and abilities of the grade school child.

The focus of the entire educational radio operation is, of course, utilization. What matters most is not the broadcast, but the educational outcome. There is danger, however, in making utilization the only criterion of the worth of an educational radio program. It is just as possible to use a bad thing in the classroom as it is to neglect a good one. And there is a quality, as well as a quantity, measurement of utilization.

In the related field of the motion pic-

ture there is the repeated plaint of the misuse of the classroom film. Particularly, is there criticism of the teacher who uses the screening as a teaching recess, who expects the film to do all the work. On that basis, even the wide acceptance of the classroom film is not an index of its value. Utilization alone cannot be accepted as the final justification of an educational tool. Of course, the use of educational radio has not reached the point of overemphasis, even for the wrong reasons.

WBGO cannot claim to have surmounted the obstacles to general use of its programs of news commentary. There are some difficulties, such as lack of receivers, crowded courses of study, and rigid bell schedules, about which the station can do nothing. But teacher hostility to innovation and unfamiliarity with the use of a new medium for learning are probably the major barriers to classroom radio. To overcome these handicaps, special efforts have been made to create a news program which facilitates its own utilization. For the teacher who does not know quite what to do after the broadcast, each program closes with a series of problems for further discussion. While it is not possible to prepare and circulate in advance that convention of educational programs, the teachers' manual, a substitute in the form of a generalized student work sheet has been provided.

Perhaps it is an anticlimax to note now that WBGO has dropped its programs of news analysis. But all efforts to encourage utilization notwithstanding, school use of the broadcasts has not been proportionate to the task of providing them. It would have been possible to continue on the theory that time and habituation would ultimately win an increased audience, or substitute a program which offered a more immediate hope of recruiting more listeners.

Because WBGO desires to consolidate its position in the educational system, it has chosen the second course. News commentary has been replaced by a program series of interviews with prominent political and civic figures. While it is not always true that prominent persons have something to say, or that they can say it tolerably well, the substitution has advantages as an expedient for a station seeking wider acceptance.

The new programs have a publicity value which the commentaries did not



TRACY F. TYLER, *University of Minnesota*, who, with this issue, completes six years of service as AER Journal Editor.

have, they possess greater appeal, and they foster good public relations for the station. And they stand on their own feet in the sense that by bringing well-known people to the microphone, they perform a service outside the power of the classroom teacher.

The response to these new programs has been gratifying. Through them and other new programs, WBGO hopes to win an audience which will enable it to restore the potentially valuable news commentary to the broadcasting schedule.—PAUL LITTE, Station WBGO, Newark, New Jersey, Board of Education.

Events—Past and Future

Nebraska Holds Workshop

"Men with ideas are sought in television today." This statement by Lyle DeMoss of Station WOW-TV keyed the Sixth Annual Radio Workshop, held at the University of Nebraska, March 17 and 18. Fresh ideas together with economy of approach were further emphasized by Mr. DeMoss, speaking as a member of a panel on "Recent Trends in Television Programming." Also appearing on this panel was Soren Munkhoff, director of news and special events for WOW-TV. Munkhoff stated that as yet no truly adequate means of presenting the news on TV has been found. DeMoss and Munkhoff were two of seventeen Nebraska broadcasters who addressed the workshop jointly sponsored by Public Relations, the local chapter of Alpha Epsilon Rho, and the Radio Department. Coordinators of the workshop were William C. Dempsey, director of radio for the University, and Erling Jorgensen, instructor in speech and radio.

Fourteen of Nebraska's twenty-one stations were represented at the workshop—a record-breaking attendance. Panel discussions, which were held on March 18, included: "Women in Radio," "Recent Trends in Television Programming," "Radio Serves the Public," and "Successful Alumni Report," a panel of recent graduates.

"The aim of these conferences," reports William C. Dempsey, director of radio for the University of Nebraska, "is to acquaint the students with prospective employers and to bring into closer unity the aims of the University

and the aims of commercial broadcasters in the state."

Highlight of the workshop was the annual Alpha Epsilon Rho banquet held Friday, March 17. Over 200 professional radio people, students, and university faculty members attended the event. Featured speakers were John Alexander, manager, KODY, North Platte, and president of the Nebraska Broadcasters Association, and L. A. Miller, program manager, KFAB, Omaha. Entertainment was provided by a series of skits, produced by the Nebraska chapter of Alpha Epsilon Rho, which followed radio's rise from Marconi to television. Presentation of the annual awards was made by John Carson, master-of-ceremonies.

Minnesota Radio Council

Mrs. Dorothy Lewis, coordinator, U. S. Radio Station Relations, United Nations, was the featured speaker at a luncheon meeting of the Minnesota Radio Council held in Coffman Memorial Union, University of Minnesota, April 14. In her talk entitled "The Greatest Story Being Told" Mrs. Lewis presented an authoritative report on the work of the United Nations, reviewed the part being played by the media of public information, and discussed the place of the people in the United Nations program.

The Minnesota United Nations Association acted as joint sponsor of the meeting. Students from foreign countries attending universities and colleges in Minnesota were in attendance as special guests. Dr. Tracy F. Tyler, president, Minnesota Radio Council, presided and introduced the speaker.

AER Record Review

It Never Downed on Me

Rating—This record receives a general rating of "good" from a Nashville, Tennessee, committee under the chairmanship of Dr. Renee Zindwer, assistant director, School Health Service.

The vocabulary is good and it is simple. The subjectmatter is applicable to age 14-15 or above.

Specifications—A 12-inch record at 78 rpm, two sides, 4½ minutes each. Produced by and available through the Communication Materials Center, Columbia University Press, New York 27. Price: \$1.50 per record (deduct 10 per cent on orders of 20 records or more). Catalog number VD 621. George Hicks, narrator. Frank Papp, director. Erik Barnouw, writer of commentary.

Description—The recording deals with the subject of syphilis. Using interviews with four actual patients representing various and progressive stages of syphilis, the commentator brings out the fact that syphilis can and frequently does exist without awareness on the part of the patient.

The apparent purpose of the program is to motivate the listener to realize the importance of early medical attention, to look out for early symptoms, and to be examined in case of doubt or have a check-up anyhow.

The record has been prepared in co-operation with public health, medical, and educational authorities. [A number of the reviewers thought that some note of this should have been made on the label of the recording.]

Due to the fact that patients with progressive stages of the disease are presented, the record shows—despite the interview method—good continuity with dramatic effect.

Appraisal—Although the reproduction is technically good, careful mechanical adjustment is necessary during the presentation; such adjustment would have to vary with the size and distance of the audience. This is important because otherwise it might be difficult for the listeners to adjust to the individual voices and accents of the patients.

The content was thought to be valid, correct, and truthful as far as it went. The group offered some criticism in two areas. First, terms like "intimate contact" would not be clear enough for certain persons. Second, an unnecessary suspicion might be created that any person with a rash or speech

difficulty is a syphilitic. This danger would be more easily found among young adolescents.

The reviewers felt that the material would be suitable from the eighth grade level on. In the school situation, it could be used effectively in biology, health, family life, sociology, and related courses. Suggestions were made that it could be utilized on the adult level in colleges, PTA study groups, and as part of an educational program with industrial and other groups. Perhaps it could be used also as an aid in an intensive public health campaign for blood testing.

With few exceptions the reviewers were very emphatic about the necessity for preliminary preparation before presenting the record. The teachers felt the desirability of a study manual containing statistics and clinical information, and perhaps suggestions for follow-up activities. An identical or similar guide would be necessary for any non-medically-trained presenter to an adult group.

Any group—students or adults—needs to know, before hearing the record, some basic facts about syphilis, methods and spread of infection, stages, suspicious symptoms, and when and where to look for medical help in order to prevent the "surprise." A great deal of preparation would be necessary, particularly for the last part of the record presenting a patient with general paresis. Unless this is done, lack of understanding might lead either to ridicule or unnecessary shock. Unprepared listeners might also be apt to "diagnose" any person with comparable speech difficulties as syphilitic.

The peculiar value and appeal of the record lies within the dramatic approach through actual cases, both male and female, thus lending reality to an otherwise story-book unit of study.

There is a serious drawback in the method of presentation. The fear technique is over-emphasized and the positive angle of cure through early medical care is not stressed sufficiently. Adequate preparation before presentation, however, should overcome any serious drawback.

In order to obtain student reaction, three teachers used the record in their classroom situations. Each of them is an especially experienced and interested person in health problems and teaching. A total of 157 students (83 girls and 74 boys) heard the record in mixed groups. Their age level was 13-18 years. The record was played in one twelfth-grade science class and in six eighth-grade health classes. The science students had no immediate previous preparation. The eighth-grade students heard the record at the end of a fairly intensive unit study on communicable disease, including venereal disease.

The general reactions of the two groups was comparable. In all instances the students listened attentively. There was no fear, ridicule, or lack of interest. In some instances sympathy was felt for the patients. The majority made favorable comments on the voice, manner, and method of the interviewer.

Every student was provided with the following questionnaire:

- Boy _____ Girl _____ [Underline] _____
- [1] What did you learn "new" about syphilis?
- [2] What points did the record try to get over?
- [3] What did you like about the record?
- [4] What didn't you like about the record?
- [5] Would you like to hear more records on the subject?

In replying to question 1, most students were impressed with the fact that the brain and speech can be affected; some, with the fact that syphilis can remain unrecognized a long time; a few, with the fact that initial symptoms might be overlooked. One class group mentioned especially "swollen glands" as a symptom.

The answers to question 2 showed that the students grasped the points which, in the opinion of the reviewing committee, were emphasized in the record. The way the students handled their answers showed the difference in maturity level of the two groups.

Question 3 revealed that all students liked the interview method and they commented on the fact that the language used could be clearly understood by them. Favorable remarks were made about the "open" discussion of the subject. Quite a few students mentioned that the record had made the picture of syphilis clearer to them.

It was interesting to note from the replies to question 4 that, with few exceptions, the only thing disliked about the record was that it was "too short." Some complained that the sound was not clear in spots.

Practically all of the students answered question 5 with an emphatic "Yes." Specific requests were made for a record on gonorrhea.

Teachers' additional comments were that even if the record offered no significant new information, it served as a tool to emphasize and fix more clearly in mind the facts already taught. In addition, it stimulated questions and discussion.—RENEE ZINDWER



Alpha Epsilon Rho

New chapter—By March 31, sufficient votes had been received at the National Office to insure the two-thirds majority required for a chapter charter in Alpha Epsilon Rho, and the local fraternity, Alpha Iota Rho, Jordan College of Music, Indianapolis, Indiana, was notified of its selection as the Alpha Alpha chapter of Alpha Epsilon Rho. Thomas Carnegie, radio director of the applying group, was asked to extend congratulations to the new chapter, and Wallace Waters, president of Alpha Alpha has arranged the charter installation ceremony with Glenn Ellstrom, acting program director of Station WOSU, and regional vice-president of Alpha Epsilon Rho.

Annual meeting—As the National Radio Honorary, newly augmented by Omega Chapter at Miami University, Coral Gables, Florida, in addition to Alpha Alpha geared itself for its annual meeting in Columbus,

Ohio, May 3 and 4, two new charter applications were being processed by the National Office. These newly applying groups were Marietta College, Marietta, Ohio, and St. Lawrence University, Canton, New York. Every effort is being made to ready these applications for consideration by the National Council at the annual meeting.

Gamma, University of Minnesota—On April 14, Gamma Chapter played host at a dinner given in honor of Dorothy Lewis, director of women's activities, Radio Section, United Nations. The dinner was opened also to members of the University Radio Guild, and to all interested students. It was held in Coffman Memorial Union, on the University campus. Mrs. Lewis was in the Twin Cities that day to address a luncheon meeting of the Minnesota Radio Council and also to participate in meetings of the Association of Women Broadcasters of the Upper Midwest.

Iota, University of Utah—Iota Chapter took active part in the Founder's Day celebrations of the University of Utah, when it celebrated its Hundredth Anniversary on February 27. A special TV program was prepared to depict University progress since its establishment. The telecast appeared on Station KSL-TV. Iota continues its Saturday broadcast on KNAK, of the University Hour, which is now heard each week on the Utah Broadcasting System.

Lambda, Purdue University—Newly initiated members of Lambda Chapter include: Larry Beauchamp, Rob Beldon, Carl

Hoffman, Warren Haines, Bala Lehnson, Chuck Parnaslee, Don Stoten, Wally Vander Velde, and Harold Wilson.

Beta, Syracuse University—On January 4, Beta Chapter held an initiation banquet in honor of new members Saul Alperin, Robert Bartlett, James Carnahan, Richard Clark, Saul Davis, Alvin Kassel, Jerome Landau, Francis McCom, Sylvia Macy, Robert Munroe, Ruth Selaky, Adele Wallace, Fred Shaver, Creighton Lewey, Ralph Hunter, Margaret Haggerty, Daniel Logan, K. G. Bartlett, and E. Vadebocher. Beta Chapter has sent out publicity letters to 1,000 advertising agencies and radio stations, promoting the student personnel who operate the campus station.

Mu, University of Nebraska—On March 17, at 6:30 p.m., Mu chapter was host at the annual spring banquet and radio conference at the University of Nebraska. All radio and speech students were invited and invitations were sent out also to twenty-four radio stations in the state. The conference and banquet were held in the Student Union.

Omicron, Brigham Young University—A change of officers at Omicron, finds Eunice Harmon replacing Ray D. Andelin as secretary. New Omicron members are Durian Stewart, Maridell Lewis, Eunice Harmon, Conrad Judd, and June Moser.

Questions concerning Alpha Epsilon Rho should be addressed to Betty Thomas Girling, *Ergastic Secretary*, Alpha Epsilon Rho, Station KUOM, University of Minnesota, Minneapolis 14.

Journal have already seen a competent review of the Institute itself written by Ann Rickard and published in the September, 1949, issue. In addition to such sections as those on "The Future of Broadcasting" and "What Television will do to American Life," there is an excellent and by no means obsolescent treatment of the international aspects of radio. The evaluation by qualified experts of the role of international communications in the light of the explosive potentialities of the current power struggle seems to this reviewer to be one of the really important contributions of the volume.

Almost any special interest in the field of education by radio may be served by a careful examination of the variety of materials to be found in the yearbook: radio in organized education, radio in adult education, children's broadcasting, and religious programming are only a few of the areas competently explored by experts speaking from a wide variety of backgrounds.

A careful and objective examination of the yearbook will serve to remind the reader of the broad scope and tremendous complexity of the Institute. It is likely to make some of the criticisms raised last year appear less valid than they may have seemed while participants suffered from the minor irritations which are an inherent part of a meeting attracting great numbers of people with diverse and highly specialized interests.

To this writer, who is still largely concerned with what some of his colleagues in television patronizingly speak of as "sound radio," it seems entirely possible that the reviewer of the next volume of the yearbook may see a new subtitle on the binding: "Radio and Television."—E. W. ZIEBARTH, chairman, Department of Speech, University of Minnesota.

Reviews

Education on the Air, 1949. Edited by O. Joe Olson. Columbus 10: Ohio State University, 1949. vii + 444 pp.

The publication of the proceedings of an institute dealing with a highly dynamic mass medium will almost inevitably include a few papers which are obsolescent before the release date of the book. That this has happened to only a limited extent with the 19th Yearbook of the Institute for Education by Radio is a tribute to the organizers of that Institute and to the acuity and perceptiveness of its participants.

Obviously a review of *Education on the Air, 1949*, must in fact be a review of the Institute itself; it cannot be simply an appraisal of a book. We can, however, survey briefly some of the shaly prognostications made in May, 1949, with the insight of those who, like Byron, realize that "the best of prophets of the future is the past." Those who attended the conference will recall that a number of distinguished delegates inched themselves cautiously and somewhat reluctantly out on at least one of the major limbs of the communications tree. Many of the predictions of even the most optimistic representatives of the television industry have already been outstripped by the fantastic growth of that lusty giant, but general estimates of radio's coming role in our society appear to have been made with astonishing acuity.

It would be patently impossible in a brief

discussion of this kind to summarize the contents of as comprehensive a volume as the 19th yearbook. Subscribers to the *AER*

Idea Exchange

Recordings Available on UN

An album of phonograph records, telling in dramatic, documentary style the living story of the United Nations is being produced at Lake Success and will be ready for sale to schools, libraries, and community organizations during the summer of 1950. The origin, scope, aims, and achievements of the United Nations will be described, and the material used will be undated and have permanent value. It is hoped that many schools and community organizations in the United States and Canada will have copies of the album by next October 24, "U. N. Day."

Produced primarily for its educational value, the album will, however, employ the techniques of top-flight radio documentary shows and will be of considerable interest to the general public. The material used will be his-

torically authentic. Voices heard will be those of UN delegates and working teams. Programs will draw upon the UN's rich library of recordings, numbering about 35,000 discs, as well as many thousands of feet of magnetic tape recordings which together comprise the aural history of the UN.

The album will be issued in both 78 and 33 $\frac{1}{3}$ rpm. Each album will be accompanied by a Teachers and Discussion Leaders' Manual.

Massachusetts Chemistry Program

Chemistry at Work is the title of a weekly radio program now in its second year at Station WEEI, Boston. It is presented by the Northeastern Section of the American Chemical Society in cooperation with the Office of Radio-Audio-Visual Aids, Division of Uni-

versity Extension, Massachusetts Department of Education. Air time, which was 4:00 to 4:15 p.m. Fridays, shifted to 9 p.m. on April 7.

Each week one of Greater Boston's outstanding scientists is interviewed at the layman's level by Fred Garrigus, director of public affairs, WEEI, in an effort to show how chemistry affects everyone's daily life in a multitude of ways. To make the program more useful to teachers, as well as to individual listeners, the names of the weekly speakers, together with their topics, are made available through an attractive free pamphlet.

The popularity of the program is attested to by the telephone calls and mail it receives. The "Pulse Rating" for the most recent period placed *Chemistry at Work* in a tie for third place [14 per cent of all listeners].¹ It is recommended for high school audiences by the Massachusetts Department of Education.

The Office of Radio-Audio-Visual Aids makes 33½ rpm transcriptions of each program. These are available for loan to schools beyond the range of Station WEEI and to others unable to use *Chemistry at Work* at the time it is broadcast.

New Transcription Series

The Twin City Junior Leagues have just announced the production of a special series of general education transcriptions for the intermediate grades to be ready for distribution early this summer for fall programming. The series chosen for the transcription project is *Look What We Found*, a two-year-old feature of the Minnesota School of the Air. *Look What We Found* was begun in the fall of 1948 as a special in-school effort to examine the community in light of the "middle-aged child's" point of view, expand his horizons, deepen his appreciation of the interdependence of man, and motivate individual investigations and creative activities.

With the 1949-50 school year, topics were selected in the subject areas of conservation, industry, health, civic interest, religion, history, and sports. From the sixty programs produced during the two-year span, thirteen have been chosen because of their general interest to children everywhere. Final production and pressing of these

broadcasts are currently under way. The series has been specifically set up to fit fall schedules.

Included in the transcribed series are such titles as "A Real Live Cowboy" [an interview with Roy Rogers], "A Lighthouse Keeper" [a taped interview at the highest lighthouse in the United States], "A Hallowe'en Town" [an eye-witness account of festivities in the Hallowe'en Capitol of the World], "An Airport" [an exciting fifteen minutes in a major airport control tower], "Radio for Kids" [an interview with Bob Hope in which he brings out his ideas of youthful citizenship]. The *Look What We Found* award winner in the 1949 School Broadcast Conference competition is included in this series. Local educational groups availing themselves of this series will be provided with an accompanying handbook, to be altered to fit local needs, and distributed to the teachers using the broadcasts in their classrooms.

Free-lance writer and KUOM writer-producer, Duane Zimmerman, who has handled the broadcasts since their inception, is in charge of writing and production for the series. Professional talent and music are used to insure high quality performance. Mrs. Lyle Fisher, of the St. Paul Junior League, and Mrs. Arvid Frank of the Minneapolis Junior League, are in charge of arrangements. Either can be contacted through their respective League offices or through Station KUOM, University of Minnesota, Minneapolis 14.

Educational Script Writing Course

To meet the increasing demands for the training of teachers and other non-professional people interested in broadcasting, a new course has been approved in the School of Education at Indiana University. The title of the course is Educational Radio Script Writing and Production. Offered as an elective on the graduate level, it carries three hours of credit, which is allowable as an elective for advanced degrees in the School of Education.

This new radio course will be offered for the first time during the 1950 Summer Session. It is open to all persons who can meet graduate study requirements, whether they are experienced teachers, prospective teachers, or

non-educational persons interested in public-service broadcasting. There are no prerequisites. Experience in education and/or radio is desirable but not required. The course is to be taught by George C. Johnson, assistant professor of education and director of radio-educational programs at Indiana University.

Massachusetts TV Program

How valuable is television as a means of education?

Boston University and the Massachusetts Department of Education began an experiment to assist in answering that increasingly perplexing problem on Monday, April 10, with a new series of programs, *The School of the Screen*, presented over Station WBZ-TV.

Thanks to the cooperation of school systems, the *Encyclopedia Britannica*, and television manufacturers and distributors, the series, which runs for 12 weeks, is bringing 48 of the best educational films ever produced to the classrooms of Massachusetts as well as to the homes of thousands of parents fortunate enough to own TV sets.

Frankly called a research study at the present, the series, being shown twice weekly—Mondays from 3:40 to 4:00 p.m., and Wednesdays from 1:35 to 1:55 p.m., is the product of a co-operative effort by Dr. Abraham Krasner, director, Department of Motion Pictures and Visual Aids, Boston University school of public relations, and Kelsey B. Sweatt, in charge of radio-audio-visual-aids, Massachusetts Department of Education.

The educational films, donated by the *Encyclopedia Britannica*, reach many schools that already have been provided with 16-inch screen television sets free of charge by national manufacturers and distributors. As the series continues, it is expected that many more schools in the Greater Boston area will arrange to install sets so that the in-school training program will be increased.

The schedule is now arranged so that WBZ-TV will bring telecasts into schools and homes, Mondays and Wednesdays. Monday will be primarily for home listening by children. Wednesday programs will be aimed at the schoolrooms where television sets have been installed.

The initial telecast, Monday, April 10, featured the appearance of Dr. Daniel L. Marsh, president, Boston University, and Dr. John J. Desmond, Jr., commissioner of education, Commonwealth of Massachusetts. They officially introduced the series, and were followed by the first film, *Children of China*.

According to Dr. Krasker, the series will enable teachers to use educational film on a much larger scale, because of the wide range of simultaneous distribution. "Present practice of distribution," Dr. Krasker stated, "allows a film to be booked only about 20 times a year. It takes a week to deliver one film to one school, and another week to get it back. If the same film can be televised, it will reach a greater audience in 10 minutes than we normally reach by present practice, in 20 years."

The presentation of the series offers several sidelights of interest to educators as well as to the general public. It is expected that the televising of the films will increase the sale and rental of other educational films, thus increasing the practice of visual-aids methods of teaching—widely recognized as being extremely effective. It is hoped also that parents will take an increased interest in the films and will help the children on Monday telecasts, thus preparing them better for the in-school Wednesday sessions.

To aid teachers in correlating their classroom work with the televised program, Dr. Krasker sent a communication to each school using a TV set. It included a form for children to fill out, which indicates individual radio and television listening habits. There were questions pertaining to the results of TV programs as compared to regular films. It listed discussion topics for use following the Monday TV shows. It suggested that parents be encouraged to see the films and other TV programs.

The twice weekly telecasts are scheduled through June 26. The educational films include a series on children of foreign lands, animals, weather, transportation, conservation, fishing, and farming. Detailed information on the program may be obtained by writing Dr. Krasker at the Boston University school of public relations, 84 Exeter Street, or to Mr. Sweatt, Massachusetts Department of Education, 200 Newbury Street, Boston.

Radio at Mary Washington College

Mary Washington College of the University of Virginia maintains a campus radio station and trains students for the radio field by practical station experience coupled with academic courses in all phases of radio. WMWC, the college radio station, is complete with the latest in radio equipment and financed by appropriations from the Virginia State Legislature.

WMWC's signal does not reach beyond the campus limits but brings to the students current news, drama, student musical recitals, informational talks, student-faculty forums, interdepartmental programs, quiz programs, interviews, and selected recordings. The programs are sent out from the studio, located atop one of the college buildings, to the listener's receiving set over the wires of the college power lines. There are direct wires downtown to ABC Station WFVA, and on it this year WMWC has been allotted fifteen minutes for program time by remote control each Saturday morning.

WMWC is affiliated with the Inter-collegiate Broadcasting System, the collegiate network which is primarily interested in advancing college broadcasting. It is on the air every week Monday through Friday during the academic session, broadcasting for a total of thirteen hours a week. Each weekday morning there is a *Dawn Patrol Show* from eight until nine o'clock, bringing the students popular and classical music, morning devotionals, and campus news. Two hours in the late afternoons for four days a week are devoted to scheduled programs which are written, directed, produced, and cast from campus talent by students of the two radio classes and members of the Mike Club.

The operating wheel of the station is the Mike Club, as it is from this campus club of over fifty members that the station manager is elected and the staff members appointed. They control and operate the functions of the station and see that charts, schedules, and staff members are present each day for broadcasts. The staff is similar to that of a standard commercial station in organization, although WMWC is non-commercial. There are directors in charge of programming, production,

engineering, recordings, continuity, talent, and publicity.

In October, 1949, a United Nations Program was originated from the campus studio and carried by ABC by remote control to Richmond and other sections of Virginia. The program was sponsored by the local Rotary Club in cooperation with the United States Department of State, and a transcription of it made in WMWC's studio was later aired by the Voice of America to the Far East, Europe, and South America. It isn't often that a college campus in a small city in America has the privilege of shaking hands with thousands of radio listeners, especially when it serves as a plea for peace through the United Nations Organization.

Being in the vicinity of Washington, D. C., and Richmond, is another advantage to WMWC's credit. The nearness to these large radio centers has permitted many students to take advantage of visiting radio and TV studios. In January, of 1949, approximately fifteen radio students from the college journeyed to New York City for the purpose of observing radio and TV centers, thereby obtaining invaluable information from the outstanding men in the industry.—MARY N. WILSON, publicity director, WMWC.

Indiana AER

During the six years since its organization in 1944, the Indiana AER has carried out an ambitious program ranging from the production of original radio scripts to the presentation of speakers from all parts of the country who are experts in various branches of the field of radio. The organization has standing committees on utilization, evaluation, conferences, FM broadcasting, and listening councils. Studies and demonstrations in these areas form the backbone of the yearly program.

Each October the Indiana AER has a special meeting as a section of the Indiana State Teachers' Association. Resulting contacts with educators from throughout the Hoosier state have far-reaching consequences.

Notwithstanding its serious purpose, this group has a bit of informal fun also. Most enjoyable [sometimes almost hilarious] are the meetings where casting is done for the original script broadcasts. The 1948 show, *Dear Neighbor* by Bernice Jones, featured letters from

Miss Jones' numerous correspondents in foreign countries. Slanted to point up the work of the United Nations, this program was presented locally on Station WIRE. It was directed by Walter Hogan of the WIRE staff, himself a top winner of the Dr. Christian award for an original drama. The 1950 production is a Mother's Day broadcast of a play authored cooperatively by several members.

The annual spring dinner meeting is another source of eagerly awaited entertainment. Featuring an outstanding speaker each year, the dinner has been in recent years the occasion also for the awarding of honorary memberships.

Since personalities play no small part in the influence an organization of this kind can have in the community, Indiana AER points with pride to the fine array of competent speakers it has had the good fortune to present to the public. Among these are Dr. Harry J. Skornia, Indiana University, member of the chapter's executive council, visiting expert in radio for United States Government in Germany; Dr. I. Keith Tyler, director of radio education, Ohio State University, who likewise served as a radio expert in Germany, and is now

a director-at-large of AER; Judith C. Waller, National Broadcasting Company; Dr. Franklin Dunham, chief of radio, U. S. Office of Education; Sam Linch, Atlanta, Georgia; Harold E. McCarty, radio director, University of Wisconsin; Dr. Walter Emery, licensing division, Federal Communications Commission; Dr. J. Howard Rowland, University of Pittsburgh, author of a study of crime drama on the air [*AER Journal*, February, 1948].

Blanche Young, first president of Indiana AER is now national AER treasurer. Present officers are Mrs. Bess Wright, president; Louis Greenberg, vice president; Bernice Jones, secretary; Mrs. Guy O. Byrd, treasurer.—BLANCHE E. FERGUSON, reporter.

Minnesota Tape Available Nationally

The facilities of the Minnesota experimental tape recording project will be opened nationally during the summer of 1950. Groups to be served include [1] colleges offering radio and audio-visual courses that need tape recorded classroom material for demonstration and evaluation; [2] schools de-

siring recorded material for classroom use; [3] college or school communication centers wishing to build up a library of master tapes for later duplicating purposes.

The extension of this project to the entire nation resulted from the wide interest it has aroused and the numerous requests for material which have been received.

The available programs include materials in the fields of guidance, agriculture, history, American folklore, music [including exclusives of the Minneapolis Symphony Orchestra], science, English, mental health, professional training of teachers, and foreign languages.

The only cost is for postage. Write for a catalog to Minnesota Department of Education, Room 32, State Office Bldg., St. Paul 1, Minn.

Script Contest Report

When the 1950 AER College Script Contest closed March 30, 403 entries were chosen for final judging from the more than 1,000 scripts submitted. Winners will be announced in early May, according to Dr. Sherman P. Lawton, University of Oklahoma.

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